

A REVIEW ON PSYCHOLOGICAL WELL-BEING AND ACADEMIC PERFORMANCE

Shampa Goswami, PhD Research Scholar, Psychology, Hemchand Yadav University, Durg,
Chhattisgarh, India

Dr. Ankita Deshmukh, Assistant Professor, St. Thomas College, Hemchand Yadav University, Durg,
Chhattisgarh, India

Abstract:

The good academic performance of students at the higher secondary level is of paramount importance in every educational system. Meanwhile, numerous factors influence the academic performance of students and have been researched, but many problems persist. A literature review in this region would give the gaps and areas that need more research and will go a long way to control the condition. This review evaluates the existing literature on the psychological well-being and academic performance and its impact on young adolescents. The study found out that the factors such as psychological, social, environmental and personal factors need attention with regards to its significance because without these factors, one cannot achieve excellence in life. The study recommends that these factors should be regularly monitored and adjusted to meet students' needs and aspirations. This will go a long way to improve the academic performance of students and hence allow them to achieve their aims in life.

Keywords: Psychological well-being, Academic Performance, Resilience, Coping Strategies, and Family Environment

Introduction:

Well-being is the involvement of strength, delight, and fortune. It comprises decent mental health, high life satisfaction, a sense of meaning or purpose, and ability to cope stress. More commonly, well-being is just sense well. While there are many descriptions of wellbeing, the fact that it's important to all people is undeniable. Wellbeing has many components, such as mental, psychological, social, emotional and spiritual. Psychological well-being is about life going fine. It is the combination of feeling good and running efficiently. Psychological well-being is, however, conceded when undesirable emotions are extreme or very long lasting and hinder with a person's ability to function in his or her daily life. The concept of feeling good combines not only the positive emotions of happiness and pleasure, but also such emotions as interest, commitment, confidence, and fondness.

Academic performance is the end result of all academic efforts and is considered as a holistic learning in the end of course. The main focus of educative method is, to improve the performance or knowledge of the students. Academic performance is the most important component to assess the progress of individual in whole educational process. The sense of achievement directs individuals to refine their personality skills. Sometimes, a high sense of achievement serves as a source of encouragement for achievement. It stimulates further activity. It gives meaning to one's life and also leads to improve one's self-respect. On the other hand, a low sense of achievement may serve as a source of discouragement and even leads to nervous breakdowns as it inculcates inferiority complex in students, especially in the present context. It is, therefore, utmost responsibility of the parents and teachers to motivate and provide their children full encouragement for the academic success. Thus, the academic performance of a student may be influenced by a number of factors in the student's educational environment. Factors such as psychological, social, environmental and personal factors need attention with regards to its significance because without these factors, one cannot achieve excellence in life and academics.

Psychological Well-Being:

Psychological Well-Being means contentment, satisfaction with all elements of life, self-actualisation (a feeling of having achieved something with one's life).

Psychological wellbeing includes a number of different aspects:

Autonomy, Self-acceptance, Mastery, Affirmative relations with family, friends or others, Sense of determination or significance in existence and Personal growth.

Psychological well-being is one of the vital notions being today taken into thought. According to Ryff (1989), the remarkable skills existent within the concept of psychological well-being could attribute to the significant relations management, environment management and self-perception. Lawten (1991) states that psychological well-being is the base for quality of life, as it could act as an investigative criterion for personal merit and quality perceived in any aspects of daily life. Gender, age, culture, social class, success, major, and religion are of the factors influencing level of psychological well-being. Impaired academic functioning due to reduced well-being, results in significant disadvantages that can extend until well into adulthood. After all, academic performance, which is ultimately manifested in acquired school diplomas, is a central resource for the distribution of opportunities in life and perspectives for the future.

There are numerous studies that relate psychological well-being with academic performance. According to Simpson and Weiner (1989) achievement is viewed as an action of accomplishing by effort. In the context of education, achievement test intends to measure systematic education and training towards a conventionally accepted pattern of skills or knowledge. Academic achievement is an important variable to measure students' performance. Bruce and Neville (1979) advanced the notion that academic achievement is measured by standardized achievement test developed for faculty subjects.

Academic Performance:

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

From a humanistic approach, Martinez (2007) states that academic performance is "the product given by the students and it is usually expressed through school grades". Fifteen years ago, Pizarro (1985) referred to academic performance as a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training. For Caballero et al. (2007), academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. They are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements. Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences. The academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship.

Literature Review:

Relationship between Psychological well-being and Academic Performance

Bhat (2021) conducted a study on Psychological Well-being of Senior Secondary School Students in Relation to Gender and Academic Achievement: An Empirical Study. Results revealed that the variable of Psychological Well-being discriminated between High achievers and Average achievers in science; and high achievers and low achievers in science. However, there was no discrimination found between Average achievers and Low achievers in science on an above variable. Mustafa et al., (2020) carried out a study on psychological well-being and its relationship with academic achievement of the students from

Sultan Idris Education University. The result shows that there is a significant positive correlation between the dimensions of psychological well-being which are environmental mastery, personal growth, positive relationship with others, purpose in life and self-acceptance with academic achievement. Turashvili, & Japaridze (2012) carried out a study on Psychological Well-Being and its relation to Academic Performance of students in Georgian Context. The results revealed that majority of students have middle level of well-being; do not have depression and average self-evaluated academic performance. The research also revealed that the students, who have medium or high level of academic performance, have high index of well-being, purpose of life and personal growth on scale. Fariba. et.al (2011) studied on the relationship between psychological wellbeing, academic performance and demographic variable. The results revealed that psychological wellbeing is related positively to academic performance. Result also showed the significant differences in self-esteem, positive relation and mastery environmental with psychological wellbeing.

Influence of Resilience on Psychological well-being and Academic Performance

Fernandez, et.al (2018) carried out a study on the Role of Resilience and Psychological Well-Being in School Engagement and Perceived Academic Performance: An Exploratory Model to Improve Academic Achievement. Findings revealed that there is a need to foster education of resilience and subjective well-being to improve academic achievement among adolescent students. Rao & Krishnamurthy (2018) carried out a study on Impact of Academic Resilience on the Scholastic Performance of High School Students. The study reveals that there is a significant correlation between level of resilience and the scholastic performance of students after eliminating the outliers. Based on the outcome of the studies, appropriate counselling interventions can be developed to enhance the resilience capabilities & scholastic skills of adolescents so that their academic performance may be enhanced leading to their ability to pursue the career of their choice and their capabilities. Ali (2017) carried out a study on Effect of Psychological Well-Being and Mental Health on the Student's Educational Achievement with the mediating role of Resiliency. Results revealed that there is a significant positive relationship between the variables. Sabouripour, et.al (2017) conducted a study on Predictors of Resilience among Iranian Graduate Students in University Putra Malaysia. According to the findings, there are positive relationships between optimism, three dimensions of social support (support from family, significant others and friends), self-efficacy, and four dimensions of psychological well-being (personal growth, purpose in life, positive relation with others and autonomy) and resilience. Kotzé & Kleynhans (2014) carried out a study on Psychological Well-Being and Resilience as Predictors of First-Year Students' Academic Performance. The results indicated that burnout (specifically Emotional Exhaustion and Cynicism) and resilience (specifically Religion) were statistically significant predictors of academic performance. Those students who seem to have strong spiritual/religious beliefs also fared better with regard to academic performance than those of lower religious faith. Strong spiritual/religious anchors and continuous cognitive and emotional involvement in academic work are valuable resources to students in their academic performance.

Relationship between Psychological well-being, Academic Performance and Coping Strategies

Carnicer, et.al (2019) carried out a study on Stress, coping strategies and academic achievement in teacher education students. Results revealed that it is important to recognize and address the harmful effects of stress on well-being and academic achievement, to avoid long-term problems in professional and personal life. Martínez, et.al (2019) carried out a study on Does Gender Affect Coping Strategies Leading to Well-Being and Improved Academic Performance? Results of multi-group structural equation analysis showed a good model fit, revealing that only Problem-focused and Avoidance coping are related with performance and satisfaction through engagement. Trucchia, et.al (2013) conducted a study on Relationship between academic performance, psychological well-being, and coping strategies

in medical students. Results revealed that students with "VG G (Very Good Good) performance" show high levels of satisfaction and well-being use direct coping strategies which lead them to "cope with problematic situations" by means of "problem solving". Student academic performance is associated with psychological well-being, feeling of satisfaction with achievements, and coping with stressful situations.

Relationship between Psychological well-being, Academic Performance and Family Environment

Joshi & Kaul (2018) gives an overview of the studies and research work related to adolescent well-being and family structure. The base of well-being lies on the ability of any person to cope up with personal or societal as in his or her environment. The base of any coping strategy lies in the family support from the one, who is close to the person, may it be family or friends. The kind of well-being a person group with depends on how strong his family support is. If the support is unconditionally strong, it leads to the positive well-being of person and in turn has pleasure, happiness and satisfaction. But, if family support is detrimental it leads to the negative well-being and hence the suicidal instinct. The present review thus describes and organizes the relationship of family behaviours with adolescents. Kumar & Lal (2014) carried out a Study of Academic Achievement in Relation to Family Environment among Adolescents. The obtained results indicate that the adolescent experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment. Barmola (2013) carried out a study on Family Environment, Mental Health and Academic Performance of Adolescents. It can be inferred from the findings that there can be significant relationship between family environment and mental health as well as academic performance and mental health while it may not be significant in terms of family environment and academic performance among adolescents. Uchenna (2013) has worked on the Single-Parenting, Psychological Well-Being and Academic Performance of Adolescents in Lagos, Nigeria. Study revealed that children appeared to profit psychologically and academically when both parents provide aspects of an orderly and nurturing home life. Borah (2011) worked on Family Environment and Academic Achievement of Adolescent students of Jorhat District result indicated that the family environment plays a vital role in student's life. It has a positive effect on academic achievement of the students.

Conclusion

This paper consists of literature review of variables under study. Review indicates that academic performance of a learner is influenced by various psychological, social, environmental and personal factors. These factors work sometimes separately and sometimes in collaboration with other variables such as resilience, coping strategies, family environment and psychological well-being. Many factors have been hypothesized and researched upon. Investigators have come out with varied results, sometimes complementing each other, while sometimes contradicting each other. The academic success and psychological well-being of secondary student is caused, promoted and affected by various factors which singularly and collaboratively affect the outcomes of learning process. Thus, to understand the constructs of academic achievement and psychological well-being in relation to other variables, a sustained and systematic research effort is required.

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